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ABSTRACT

The 25 colleges of Ontario's Colleges of Applied Arts and Technology have strategic directions built upon new programs services, accessible diverse learning options, state-of-the-art learning technology, innovative alliances with business and education, and inter-institutional resource sharing. Yet the implementation of these strategic directions must vary according to the students, regional communities, and markets being served. The colleges, which were founded in 1965, have always been connected directly to the world of work, but that world has changed dramatically in the intervening years. Only 44% of the colleges' students came directly from high school, and their average age is 26. Per student grants have decreased from over $5,000 per student to under $3,000, while tuition has increased 109%. As a result, there is a call for a new charter for the 21st century. The paper estimates that there will be a 21% enrollment increase (30,000 students). It asks: What will be the role of colleges in the new knowledge economy by 2010? What will students require to thrive in the knowledge economy? What changes are required? And What prevents/constrains the Colleges from reaching the goal? The paper suggests that these prompts be used to encourage discussion and written submissions. (NB)

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CAPACITY AND CHARTER PROJECT CONSULTATION

INTRODUCTION

THE ROLE OF THE COLLEGES IN THE 21ST CENTURY

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Colleges of Applied Arts and Technology were founded in 1965 as "a new level and type of education" to serve those parts of the population whose needs were not being met by the existing education system. Focused mainly on career-oriented education, colleges would create a system which would be a coherent whole....from kindergarten to the post-graduate level *(Ontario Department of Education, Colleges of Applied Arts and Technology Basic Documents, 1967)*.

While the career education and training mandate of the colleges remains the same 34 years later, the processes and environment for achieving this mandate have changed significantly. Program delivery, student profile, technology, market, competition and funding are critical factors requiring the transformation of college roles. All 25 colleges are achieving their original mandate in different ways from each other and from their origins. All 25 have ambitious strategic directions built upon:

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- New programs and services
- Accessible diverse learning options
- State-of-the-art learning technology
- Innovative alliances with business and education
- Inter-institution resource sharing

Yet the implementation of these strategic directions must vary according to the students, regional communities and markets being served. The spectrum of career programs and services offered by Ontario's colleges is a reflection of institutional and regional diversity.

The colleges have made significant contributions to the social and economic development of Ontario and its communities. The ability to respond to local, regional and community business and industry needs is fundamental to the colleges mandate. Being connected directly to the world of work, which has changed dramatically in the last 34 years, presents many challenges to the colleges to be flexible and adaptive in response. Some form of specialization occurs in all colleges such as access, health hospitality, microelectronics and animation programming.

Accommodating learners when they are ready for learning has necessitated that colleges adapt to the changing demographic profile of their learners. Only 44% of college students come directly from high school: their average age is 26.

Funding has also changed significantly during the past decade: per student grants have decreased from over $5,000 to under $3,000. Tuition has increased by 109% during this time, which for some has created barriers to access and brought about significant student debt.

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CALL FOR CAPACITY AND NEW CHARTER: WHY NOW?

Ontario Jobs and Investment Board

> *Develop a new Charter for colleges for the 21st Century, to take greater advantage of their potential as significant contributors to the economy, by allowing them to be more market-driven and more flexible.*
>
> *A Road Map to Prosperity*
> *Ontario Jobs and Investment Board, March 1999*

The Ontario Jobs and Investment Board (OJIB) Report emphasizes quality education and training as the top priority for sustainable economic prosperity. ***A Road Map to Prosperity*** **advises the government to develop a new charter for colleges to increase their role in Ontario's economic vision and strategies for prosperity in the new millennium.**

During the Premier's Conferences held across Ontario which lead to the OJIB road map, Board Chairs, Presidents and corporate partners from all 25 colleges urged the government to provide a new learning and human resource development framework to enhance the colleges' contribution to social and economic development in this knowledge economy.

Enhanced Capacity

In the next five years, 2000-2005, due to the double cohort of students graduating from Grades 12 and 13 simultaneously and due to high urban population growth, a minimum 21% college enrolment increase of 21% (or 30,000 students) is expected. There is strong reason to conclude that this projection will be higher.

The fact that Ontario's postsecondary education is the lowest funded in Canada compounds the capacity problem. It is estimated that over $2 billion in capital and operating funding will be required to serve this expanded market. (See *Investing in Ontario's Economic Development; Opportunities and Issues for Increasing Capacity in Colleges*, ACAATO, April 1999, for a detailed analysis.)

However, more than government financial resources are necessary for colleges to adequately serve market demand. Flexibility and innovation are essential for adapting to Ontario's lifelong learning needs. **For the colleges to fully achieve their collective career education and training potential in differentiated environments, a new enabling charter reflecting the colleges' role in the 21st Century must be developed.**

Ministry Readiness

The Minister of Training, Colleges and Universities , Dianne Cunningham has encouraged ACAATO's General Assembly to proceed in the development of new charter(s). The Ministry has encouraged ACAATO and the colleges to examine what the colleges require to continue to be successful in contributing to meeting the increased demand and economic development needs of the province. Ministry staff are actively involved in the MTCU/ACAATO Charter Working Group. The fundamental challenges presented by Dianne Cunningham on November 1 at the General Assembly include maintaining accessibility, accountability, affordability and quality.

Capacity and Charter Project Consultation
Sample Process and Questions

A presentation which would include an overview of the process, a rationale for the charter(s) project and basic information about the college system and local college would be made. The following questions would then be utilized to generate discussion or written responses.

What will be the role of colleges in the knowledge economy, by 2010?

What will students require, not just to cope, but to thrive in the knowledge economy?

What changes do we need to get us there?

What prevents/constrains us from getting there?

The following prompts may be used to encourage/focus discussion or written submissions. Not all prompts will be utilized depending upon audience and institutional orientation.

What will be the role of colleges of applied arts and technology in the knowledge economy, 2010? In relation to

- underlying principles and values
- social and economic development
- the region/ community
- learner profile
- the government
- partnerships with education and business
- commonalities/differentiation of colleges
- accessibility
- local authority and accountability
- relationships with stakeholders
- international education
- .....

What will college graduates require, not just to cope, but to thrive in the knowledge economy?

- vocational and general knowledge
- social and technical skills
- personal and professional attributes
- .....

What changes do we need to get us there?

- By individual institutions
- By government
- By the community
- Between institutions
- Funding
- Programming
- Delivery methods
- Staffing
- Governance
- Credentials
- .....

What prevents/constrains us from getting there?

THE CURRENT "CHARTER" FOR COLLEGES OF APPLIED ARTS AND TECHNOLOGY

- There is no single document currently referenced as the college charter.
- The current legislative/regulatory/policy framework for college operations is governed by a number of sources, primarily:
  - the Ministry of Colleges and Universities Act,
  - Regulation 770, and
  - Ministry of Training, Colleges and Universities policy directives.
- In addition, there are a number of other sources including Regulation 771, Management Board directives, the Colleges Collective Bargaining Act, the Corporations Act, and the Freedom of Information and Protection of Privacy Act.
- Collectively, these documents define the colleges' status, their relationship to government and the way in which they operate.
- Attached are summary documents of the Ministry of Colleges and Universities Act and Regulation 770.

Ministry of Colleges and Universities Act
Summary of Key Provisions Relating to Colleges of Applied Arts and Technology
(for complete detail, refer to Act)

Topic/Section	Requirement
Establishment of Colleges 5.(1)	Gives Minister authority to establish, name, maintain, conduct and govern colleges that offer programs of instruction in one or more fields of vocational, technological, general and recreational education and training in day or evening courses and for full-time or part-time students.
Establishment of Council of Regents 5.(2)	Establishes the Council of Regents to assist the Minister in planning, establishing and coordination programs of instruction and services for colleges.
Establishment of College Boards of Governors 5.(3)	Requires there to be a board of governors for each college, which is to be established as a corporation, and that board membership, powers and duties (in addition to those prescribed under the *Corporations Act*) be provided by regulation. Each board shall be assisted by an advisory committee for each branch of program of instruction offered except those referred to in subsection (5).
Agreements with industry/professional organizations and Universities 5.(4)(5)	Indicates that colleges may enter into agreements with (4) organizations representing industry/professions and (5) universities to offer programs leading to qualifications awarded by the university. Both are subject to the approval of the Minister.
Power to make Regulations 5.(7)	Gives the Minister the power to make regulations with respect to colleges for a broad range of purposes, including: -composition of COR -composition, powers and duties of Boards of Governors and advisory committees -prescribing the type, content and duration of programs -prescribing the requirements for admission to any program of instruction and the terms and condition upon which students may remain in, or be discharged from a program -for the granting of certificates and diplomas -prescribing the qualifications and conditions of service of members of the teaching staff -providing for traveling allowances for COR, BOGs etc, and for daily allowances for members of COR (except chair) -requiring students to pay registration, tuition and laboratory fees and fixing the amount and manner of payment -for admission of persons from outside Ontario and prescribing fees for such persons
Remuneration of Chair of Council of Regents 5.(9)	Indicates that the remuneration of the Chair of COR to be set by the LGIC.
Regulations for funding of Historical Institutions 6.	Allows the LGIC to make regulations for the funding of historical institutions.
Student Support and Funding of Postsecondary Institutions 7. - 9.	Allows LGIC to make various regulations related to student support, provision of legislative grants to postsecondary educational institutions and outlines other aspects of student support

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Regulation 770
Summary of Key Provisions

(for complete details, refer to Regulation 770)

Topic/Section	Requirement
Payments to Council of Regents 2.(1-3)	Outlines the payments for the Chair and members of the Council of Regents.
Composition of College Board of Governors 3.(1-3) and 6.(1)	Sets out requirements for the composition and appointment of college boards of governors.
Time Limit for Board Appointments 3.(4-6)	Sets out the time limits for serving on a college board of governors.
Administration of Board	Sets out requirements for administrative issues including: quorum, timing for appointments, process for in-term reappointments, removal from office officer positions, notice of meetings, allowable minutes and records, public access to meetings, publication of by-laws.
Real Property Transactions 3.(15)	States that a board of governors shall not: (a) acquire by purchase, lease, deed, contract, grant or devise, or (b) sell, grant, convey, mortgage, pledge, lease or otherwise dispose of, any real property or any part thereof or any interest therein, without the written approval of the Minister.
Deficit Approval 3.(17)	States that a board of governors shall not approve a proposed annual budget that would provide for an accumulated deficit or make expenditures that are not within the financial limits set by the annual budget without the written approval of the Minister.
Audited Financial Reports 3.(21)	Requires the board of governors to appoint one or more auditors licensed under the *Public Accountancy Act* to audit the accounts and transactions of the college at least once a year. The board must submit a copy of the audited financial statement for the previous year to the Minister annually - no later than June 30th.
Operational Review 3.(24)	Requires the board to cause an operational review of the college to be conducted every three years. This review must, in the opinion of the Minister, be comprehensive, thorough and objective. Upon request the board must submit to the Minister any documentation received by the board related to this review .
Site Selection 4	Subject to the approval of the Minister, the board of governors shall select the site, or sites, of the college.

Topic/Section	Requirement
Powers of the Board 5.(1-2)	Board may appoint, classify, promote, suspend, transfer, reclassify or remove, (a) a president of the college (b) administrative, teaching and non-teaching personnel subject to the salary and wage rates and according to terms and conditions established by the Council of Regents and approved by the Minister. The Board may delegate to the president or other officers or employees of the board such of its powers to appoint, classify, promote, suspend, transfer, reclassify or remove these personnel (other than the president).
Presidential Search etc 5.(3 - 4)	Process used by boards to appoint, review and remove a college president is subject to the approval of the Minister. Before making a determination with respect to this process, the Minister shall consider at least the scope of the presidential search, the selection criteria used by the board, the membership of the college search committee and the performance appraisal methods used by the board.
Annual Report 5.(5)	Requires college Boards of Governors to submit to the Minister an annual report. The format, content and timing for the report are at the discretion of the Minister.
Publications of Programs of Instruction/Admission Requirements	Requires college boards to make available publications of programs of instruction, admission requirements and fees.
Approval of Programs of Instruction 6.	Programs of instruction must be approved by the Minister except for those conducted under subsection 5(5) of the Act (i.e., subject to Minister's approval, colleges can enter into agreements with universities for conduct by the university in the college of programs leading to credentials awarded by the university)
Program Advisory Committees 7	An advisory committee for each program of instruction shall be composed of members appointed by the Board. The advisory committee shall advise the board and make recommendations regarding programs of instruction and the introduction of new programs of instruction.
Admission Requirements 8	Sets out the broad admission requirements
Credentials 10	Categories of diplomas, certificates or other documents awarded by a board of governors are subject to the approval of the Minister (except those credentials awarded under subsection 5(5) of the Act.). Before making a determination, the Minister shall consider at least the academic integrity of the college system and the degree of public recognition and acceptance to the diplomas, certificates and other documents.
Establishment of College Council 11	Requires college to establish, in keeping with guidelines set out by the Minister, a college council through which college staff and students may provide advice to the president of the college.
Remuneration of Board and College Council members 12	A member of the board of governors or college council shall not be remunerated for undertaking the duties of a board or council member. (Except those members who are members by virtue of office)

Overview of Key Government Policy Statements	
Accessibility	
Increased Enrolment	The Throne Speech indicates, "...your government will work with Ontario's postsecondary institutions to plan for increased demand. The commitment: Every willing and qualified Ontario student will continue to be able to attend college or university." The 1999 Budget provided for: "A $23 million increase in base operating funding will help our postsecondary institutions accommodate more students this September." and "...the SuperBuild Growth Fund will provide...$742 million this year alone for investments to build and modernize our universities and colleges."
College-University Collaboration	The Blueprint document identified: "More colleges and universities should have the flexibility to design joint degree programs." and "We will take down the bureaucratic barriers that prevent this and encourage schools to work together." The 1999 Budget provided for: "The SuperBuild Growth Fund will also promote cooperation between community colleges and universities."
Affordability	
Scholarships	The 1999 Budget indicates: "Starting in September 2000, new Aiming for the Top tuition scholarships will help students who earn top marks but require financial assistance to attend college or university. At maturity, the Government will be providing $35 million to 10,000 students in awards of up to $3,500 per year for up to four years. We challenge the private sector to provide matching funds to allow 20,000 students to benefit." The 1999 Budget also indicates: "The more than $600 million being raised in the Ontario Student Opportunities Trust Fund will help 185,000 college and university students get an education over the next decade"
Student Loans/Millennium Fund	The 1999 Budget indicates: "Federal and provincial student loan programs harmonized by August 2000 to better meet the needs of about 200,000 students and limit student debt."

Quality and Relevance	
Links to Employment	The Throne Speech identified that "Your government believes that students deserve to graduate with the skills and knowledge they need to get jobs. It will expand the number of community college and university courses with direct job links." And "The government will start measuring and publishing job-placement results for graduates of all college and university programs."
ATOP	The 1999 Budget announced an expansion of the Access to Opportunities Program (ATOP) providing an additional $78 million in provincial start-up funding to increase the number of ATOP spaces by almost 40% to 23,000 new opportunities for students each year.
Strategic Skills Investment Initiative	The Budget also identified an investment of $100 million in the Strategic Skills Investment Initiative over the next five years to lever a total of $500 million in strategic skills training.

COLLEGES IN TRANSITION:
KEY ELEMENTS OF COLLEGE CHARTERS AND STRATEGIC DIRECTIONS
A SNAPSHOT

The attached document presents a snapshot of the direction and changes occurring in higher education, specifically college systems, in four Canadian and eight American constituencies. The information reflects significantly different approaches to the issue of planning for colleges to be successful in the new millennium.

COMMON THEMES:

- principles of access, accountability, affordability, quality and relevance,
- the use of technology to improve access, improve quality,
- technology infrastructure to network all postsecondary institutions,
- funding and the need to change current approaches, while being cost-effective,
- integrated system of higher education - "seamless", articulation, transfer credit,
- some form of performance measures, either institutionally based reporting to a central body or system-wide administered by a central body,
- the need to work collaboratively across the education spectrum as well as with business and industry, communities and other organizations,
- linkage between higher education and economic development.

DRIVING FORCES FOR CHANGE:

- 'renaissance' in applied education.
- changing labour market needs,
- demographic shifts, changing student mix,
- rapidly changing technology and global environment,
- public demand for accountability and cost-effectiveness,
- changing educational environment- information technology, learning in the workplace,
- changes in funding support and inadequacy of current funding approaches.

The snapshot does not include the specific references to faculty development, research and student support contained in the documents. These themes were common in most of the constituencies with reference to faculty development more predominant in the US constituencies.

The processes used to develop the documents were quite diverse from development within the ministry (or equivalent) to consultation within the postsecondary sector to broad consultation with a very diverse group of stakeholders. The process used obviously fits the needs and 'culture' of each constituency.

*An attempt has been made to use the language from each document in the summary to reflect the diversity of the communities and the approaches.
*New Zealand is currently rewriting their charter, due Fall 1999, Australia in process.
*The attached document lists the constituencies in the order of most interest to higher education in Ontario.

ACAATO, Research and Policy
Ongoing Survey, September 9,1999

COLLEGES IN TRANSITION: KEY ELEMENTS IN COLLEGES CHARTERS AND STRATEGIC PLANS : A SNAPSHOT

Constituency	Vision	Process	Access/Afford/Accoun	Technology	Collaboration	Governance
CANADA **1. British Columbia** 11 colleges, 5 university/colleges, 6 universities, 5 institutes Four goals: Access, Relevance and Quality, Affordability and Accountability	Long statement includes: The college, agency and institute of the future must be -focused on learner -oriented to outcomes -integrated -flexible -innovative Builds on new vision, new methods, new ideas, new learners, PLAR etc in a cost-effective way.	-a provincial steering committee, develop: -Strategic Plan- *Charting a New Course* with four goals as a framework to guide planning -Plan for Implementation developed with time lines and responsibilities	-increase opportunities available for increased # of learners -enhancing learning efficiency, new pathways, learning highway, eliminate barriers incl. articulation, transfer credit, partnerships etc -affordability- four envelope framework; basic operating grant, learning partnerships, learning highway and capital funding	-addresses the use of technology under relevance and quality, includes reference to DE -educational technology is seen as critical to the new system -a provincial policy framework for the Learning Highway- a common telecom. Network linking all public training institutions	-system must be able to work with and respond to education providers which include workplace training departments, community agencies and private institutions as well as elementary, secondary schools and universities.	3 major components 1. Ministry 2.System-wide agencies *Centre for Curriculum Transfer and Technology *Centre for Ed Inform. Standards & Services *Open Learning Agency 3. Individual Institutions with boards **Moving from regionally based institutions to a networked system of delivery partners with complementary areas of specialization

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COLLEGES IN TRANSITION: KEY ELEMENTS IN COLLEGES CHARTERS AND STRATEGIC PLANS : A SNAPSHOT

Constituency	Vision	Process	Access/Afford/Accoun	Technology	Collaboration	Governance
2. **Alberta** 4 universities, 11 colleges, 2 technical institutes, 4 vocational schools *Goals:* -accessibility -responsiveness & relevance -research excellence -affordability -effectiveness	Albertans are recognized globally for the excellence of their knowledge, skills, ideas, attitudes and experiences that enable them to: -take responsibility for shaping their futures, -to participate in a changing economy and workforce, -to create new knowledge, and -to enrich the quality of life in their communities.	*New Directions for Adult Learning in Alberta* (1994) -extensive planning and consultation process, 7000 Albertans- written submissions, response forms, public meetings and round table discussions	expand adult learning opportunities -establish an access fund to increase the number of learning opportunities- innovative, cost-effective methods -introduce the applied degree -PLAR -develop centres of specialization -learning enhancement and performance envelopes, -linked to Alberta's human resource strategy -development of a knowledge and innovation framework by the ministry	-expand the use of technology and alternate forms of program delivery -	-new paths for degree completion -improve transferability of courses -work with industry in developing and improving Alberta's skilled workforce	

COLLEGES IN TRANSITION: KEY ELEMENTS IN COLLEGES CHARTERS AND STRATEGIC PLANS : A SNAPSHOT

Constituency	Vision	Process	Access/Afford/Accoun	Technology	Collaboration	Governance
3. **Nova Scotia** *different approach - 8 strategic directions (SD)*	Our approach to ed. will be one that engages N.S. in new ways to apply knowledge and skill. We will integrate our ed. with community building and economic development. The college experience will inspire confidence, reflection and self-reliance, challenging people to make use of what they learn, for their own benefit and for the benefit of all.	Strategic Plan -steering comm- faculty, student, board member, admin reps. -82 public consultations -survey with a toll free number -discussions with students & employees of NSCC -regional conference one day, student and staff reps from all campuses	SD-access and quality -increase opportunities to study at P.S. level while maintaining high standards -build on student's planning and portfolio development		-align programs with N.S. economic development and work closely with employers - community development will be an integral part of college programs and planning	Council on Higher Education
4. **Saskatchewan** 9 colleges, 2 universities, SIAST	Sask people will have access to flexible, relevant, quality training opportunities that respond to their needs and the needs of the labour market. Gov't, institutions, industry and communities will work together to enable people to enhance their employability and to contribute to the economic and social development of the province	Sask. Training Strategy-Bridges to Employment -SIAST, Regional Colleges-it links to the Sask. Gov. Long-term economic strategy - linking training to jobs, and the changing labour market	-create a coherent, effective and sustainable delivery system - increase access, make skills training more timely, relevant to industry and community employment needs -make basic education more responsive -increase recognition and transfer of learning and increase mobility	-encourage better use of technology & partnerships to extend access & improve effectiveness of programs -pilots through Multimedia Learning Strategy-Telecomm. Enhancement Fund, Connecting Participants & Programs, Multimedia Learning Network	-develop an integrated regional delivery system -expand partnerships with First Nations and Métis institutions and services	

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COLLEGES IN TRANSITION: KEY ELEMENTS IN COLLEGES CHARTERS AND STRATEGIC PLANS : A SNAPSHOT

Constituency	Vision	Process	Access/Afford/Accoun	Technology	Collaboration	Governance
UNITED STATES 5. **Virginia** Public 4 yr- 15 Publis 2 yr- 24 4 common themes- access, quality accountability, and affordability 5 interlocking goals for change - articulates an education contract	Vision emphasizes system-colleges and universities -shared vision of outcomes not a common organizational structure -A shared vision of PS ed offering every citizen in the Commonwealth full opportunity to attain a baccalaureate credential is at the centre of the system of H Ed in Virginia. It is the fulcrum on which we move to construct the entire edifice of H Ed	Advancing the System of Higher Education- 1999 - broad participant discussion- 30 reps from colleges and universities to serve on the Strategic Planning Advisory Comm involved members of Council of H Ed's four standing committees -plan calls for strategic change in how the Virginia system plans for and carries out its mission rather than the mission itself	-universal access to all who can benefit from it H Ed, central to vision - high quality- focus on outcomes, continuous quality improvement - new approach to funding, May 1999- Performance based Funding Model -developing a new approach to accountability	-innovative ways (other than adding campuses) to extend H Ed into communities and populations not fully served -Governor's DE Steering Committee -Electronic Campus of Virginia	-system concept in planning, enrollment, institutional barriers to degrees -encourage collaborative programming across institutions	Council of H Ed -mandated to set a vision for the system -balance of strong institutional governance and effective participatory statewide planning -decrease bureaucracy and increase decision making to the institutions -improved system wide planning

COLLEGES IN TRANSITION: KEY ELEMENTS IN COLLEGES CHARTERS AND STRATEGIC PLANS : A SNAPSHOT

Constituency	Vision	Process	Access/Afford/Accoun	Technology	Collaboration	Governance
6. **New Jersey** Public 4 yr- 14 Public 2 yr- 19 -outlines characteristics of excellence -organized around critical issues	Extensive vision statement includes: -aspires to be the best in the world, excellence, access and affordability -potential to learn regardless of their economic circumstances -prepare for fulfilling lives, rewarding careers and lifelong learning -technology will strengthen the system -support state's public policy goals of economic growth, social stability and enhanced quality of life -innovative collaborative approaches	1999 Update of Looking to the Millennium- New Jersey's Plan for Higher Education 1994 Restructuring Act -15 member advisory panel had public hearings- panel recommended tripartite governance structure designed to increase institutional autonomy, accountability and better serve state needs	-increase the availability of college level courses to high school students -linking skills being taught and employer needs -performance funding should be continued as both an accountability mechanism and an incentive to meet state goals -accelerated student learning -state must provide adequate and predictable funding for H Ed to ensure the quality of its colleges and universities	- use of DE to meet the needs of under-serviced areas -flexible scheduling of classes and DE -state created $55M H Ed Technology Infrastructure Fund- among other things this is funding a telecom network backbone linking 45 institutions- includes faculty development, virtual library, virtual U, on-line database of courses and programs	-collaborative and joint degree programs -enhance articulation and transfer agreements and eliminate disincentives	New Jersey Commission on Higher Education Presidents Council Institutional Board's

COLLEGES IN TRANSITION: KEY ELEMENTS IN COLLEGES CHARTERS AND STRATEGIC PLANS : A SNAPSHOT

Constituency	Vision	Process	Access/Afford/Accoun	Technology	Collaboration	Governance
7. **Texas** Public 4 yr- 69 Public 2 yr- 41 principle based (P)	State of Texas Priority goal for Hi Ed is to provide an affordable, accessible and high quality system of H Ed that prepares the individual for a changing economy and workplace, furthers the development and application of knowledge through research and instruction	Strategic Plan for CC 1999-2003 (June 1998)	P- people of Texas expect quality in all aspects of public H Ed: teaching, research and public service P-H Ed should be accessible to all who seek and qualify for admission P-H Ed should provide a diversity of quality H Ed opportunities P-support through funding is critical if H Ed is to achieve its purpose	-Texas telecom Infrastructure Fund -Virtual College of Texas (1998) -DE- joined Western Governors University		Higher Education Coordinating Board Texas Charter for Public H Ed P-...Texans are entitled to capable and creative leadership in H Ed P....Texans are entitled to efficient and effective management of H Ed
8. **Ohio** Public 4 yr- 28 Public 2 yr- 36	"...a coherent network of colleges and universities whose complementarity of mission ensures the provision of high quality and affordable education to meet the needs of the citizens of Ohio"	Ohio's Master Plan for Higher Education builds on: -Managing for the Future Task Force, leaders from H Ed local community gov't, industry -Board of Regent's issued the Master Plan	-improved access & graduation rates of diverse age, socio-economic and minority groups -improved quality of the learning experiences -develop a quality and innovation funding initiative -improve predictability & stability of state funding -implement a funding model that reflects Ohio's goals for H Ed	use technology to serve a greater number of students and create greater flexibility in time and location of learning -use technology to coordinate availability of resources throughout the state -strengthen the technology infrastructure	-become a vital partner in enhancing Ohio's economy and quality of life -develop collaborative partnerships with other staff, campuses and business and industry	Board of Regent's

COLLEGES IN TRANSITION: KEY ELEMENTS IN COLLEGES CHARTERS AND STRATEGIC PLANS : A SNAPSHOT

Constituency	Vision	Process	Access/Afford/Accoun	Technology	Collaboration	Governance
9. **Missouri** Public 4 yr- 13 Public 2 yr- 20	Missouri citizens shall be encouraged to pursue P.S. ed. Opportunities that will maximize their intellectual, cultural, professional, occupation-al, & physical capacities. ....access, quality, efficiency	Integrated Strategic Plan -Fall of 1996, eleven higher education forums were held- legislators, print & broadcast media & community leaders - used existing documents and reports already done	-financial access -geographic access program access -success in learning -quality teaching and learning, research and service -efficiency- performance based, maximize the impact of funding, minimize unnecessary duplication and maximize the sharing of resources	-instruction is available via telecomm-based technologies at all level *-Recommendations for a Telecomm-based Delivery System - currently a lot of activity*	-program partnerships and consortia to deliver programs -students are able to successfully transfer work -seamless system of institutional partnerships and educational transitions	Coordinating Board for Higher Education
10. **Arizona** Public 4 yr- 5 Public 2 yr- 20 *Organized document around Themes (T)*		Comm. On the Future of Arizona Comm. Colleges -conducted a Charette* -using info sent a "Request for Ideas" to the college system and univ. Reps - *a structural decision-making process designed to develop consensuses on predefined goals among members of a large group	T- CC as learning providers of first choice -competency based -learner centered -PLAR -affordable, flexible -refine transfer process T- changing paradigm funding and enrollment reporting models are based on old public school & university reporting standards and do not reflect current reality	T- services for diverse learners -student services for distance learners	T- collaboration -CC must work with others if they are to accomplish their mission-business & industry, universities etc	State Board of Directors for CC of Arizona T- local control with state-wide coordination

Constituency	Vision	Process	Access/Afford/Accoun	Technology	Collaboration	Governance
11. **North Carolina** Public 4 yr- 16 Public 2 yr- 58	Mission of NCCCS is to open the door to high-quality accessible educational opportunities that minimize barriers to PS ed, maximize student success and improve the lives and well-being of individuals by.....	Began the planning process with a Futures Conference-120 people across the state -state board reviewed the info and approved 5 strategic initiatives -Planning council developed the 1999-2001 Strategic Plan which was approved June 1998	- train the workforce for emerging jobs and a changing workforce -must procure and allocate essential resources for the system	-leverage the power of technology		State Board of CC -the North Carolina Community College System Office serves as a resource agency and administrative arm of the board -each college a board of trustees
12. **Maryland** Public 4 yr- 15 Public 2 yr- 20 goals as framework	...all qualified Maryland citizens, regardless of age, race, gender, ethnicity, or socio-economic status should have access both to a quality education at Maryland's colleges and universities and to institutional support systems to enable their success.	state law requires Maryland higher ed to develop and periodically update a statewide plan, serves as a blueprint.	-PS ed should be available to every citizen -PS ed should be affordable for everybody -financial and academic accountability- annual reports	-DE and information technology should be fully utilized to improve institutional effectiveness and student success -DE should be established to remote areas of the state	-integration into state-level academic planning -two-year and four-year institutions should collaborate to develop 2+2 curricula esp for under serviced areas -PS ed should contribute to economic development of region and state- partnerships with business and industry	Maryland Higher Education Commission

Constituency	Vision	Process	Access/Afford/Accoun	Technology	Collaboration	Governance
13. **United Kingdom- Britain** Higher ed: 71 universities, 48 colleges, Further ed: over 440 colleges (see attached) -autonomy -quality assurance -responsiveness	Government's overall aim is - to support economic growth and improve the nation's competitiveness and quality of life by raising standards of educational achievement and skills and to promote an efficient and flexible labour market by enhancing choice, diversify, and excellence in education and training, and by encouraging lifelong learning.	Review of higher education in July 1997- June 1999 a white paper* was distributed for consultation In 1991 a gov't wide charter programme was launched, reviewed in Sept. 1997 relaunched with a new name and activities- *Service first - the new charter programme* (see attached)	-national target for education and training: all individuals will have access to education and training opportunities leading to a recognized qualification..... -lifelong learning- 60% of the workforce will be qualified to a specific level.....	-Open university and open college -flexible modes of study -modular courses -University for Industry has been established- new learning opportunities to the home, the workplace, and community through the creation of a national multimedia learning network. -June 1999 the Further Education Funding Council presented the *Networking Lifelong Learning: High-level Action Plan*- plan for information learning technology development in the colleges	-requirement by government to work across sectors - the charter requires accountability to students, employers and community	The government helps set the framework for the education and training system and works in collaboration with other central and local bodies involved in education and training. -Further Education Funding Council: distributes public money for teaching and research to universities and colleges, plays a key role in ensuring accountability and promoting good practice -Higher Education Quality Council: regularly audits the quality assurance systems of each college and university and reports are available from the council.

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